CAPTAIN
California Autism Professional Training and Information Network

SELPA Cadre Bootcamp Breakout

**Presented by
CAPTAIN Leadership**

1

All Cadre…

- Complete "ASD Across the Lifespan" online class through Coursera (New members only)

- Complete annual CAPTAIN online survey

- Participate in annual CAPTAIN Summit

- Participate in local CAPTAIN collaborative meetings/activities to implement local plans (at least quarterly)

Additional <u>SELPA</u> Requirements

- Provide trainings for your SELPA on "Overview of ASD, CAPTAIN and EBPs for ASD" (at least 1 per year)
  Why?

- Provide 3 trainings on specific EBPs
  Why?

Additional <u>SELPA</u> Requirements

• Provide implementation coaching for 3 teachers/programs within your SELPA using implementation checklists and coaching process

OR

• Train 3 additional coaches on CAPTAIN model of training and coaching EBPs for ASD

Why?

Additional <u>SELPA</u> Requirements

• Meet with SELPA leadership to discuss and plan for local implementation of Regional Plan

Why?

Who Are We?

CAPTAIN Cadre members may be...
• Teachers
• Psychologists
• Behavior Analysts/Specialists
• Autism/Program Specialists
• Administrators
• Related Service Providers
• Parents/Advocates
• Regional Center Clinical Team Members
• Regional Center Service Coordinators/Supervisors

SELPA Cadre Member Characteristics

- Demonstrates competence with EBPs
- Focuses on others perspectives/interests
- Supports others ideas objectively without immediate judgment
- Collaborates to determine which evidence based practices guide the work with the student
- Addresses aspects of the issues/concerns
- Adapts to take advantage of a spontaneous learning situation
- Creates a caring relationship in which
    - challenges are viewed as opportunities for growth
    - successes are celebrated

Use of Implementation Science

- Methods that influence the integration of evidence-based interventions into practice settings

- Uses common frameworks, principles, and best practices to study and improve implementation of evidence-based or evidence-informed practices in the real world
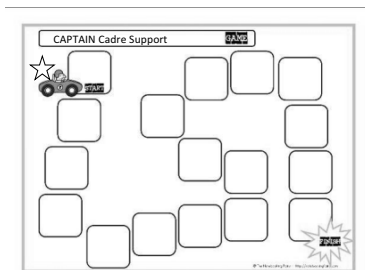
http://nirn.fpg.unc.edu

CAPTAIN Cadre Support: Your Team Members

CAPTAIN Leadership Team

CAPTAIN Cadre and Regional Team Members

Written Agreements

Getting Support, Commitment and Buy In

• Have a three way meeting with Administrator(s), Coach, and Implementer(s)
• Administrator states the goals of CAPTAIN project and the expectations of both the coach and implementer
• Clarify the relationship (not evaluative)
• Positive and supportive professional development opportunity
• Have participants make a commitment (written)

Link to Agreement Form
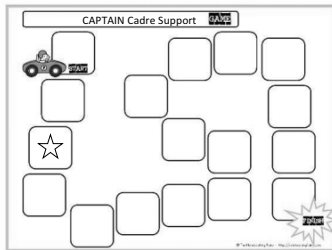
CAPTAIN Cadre Support: Assessing Strengths and Needs

• Autism Program Environment Rating Scale (APERS)

• CAPTAIN Classroom Observation Form

• CAPTAIN Training and Confidence Survey

CAPTAIN Cadre Support

Identifying Strengths and Need

Autism Program Environment Rating Scale Self-Assessment Companion Tool
Preschool and Elementary Revised Version (APERS-PE/R)

CAPTAIN Classroom Observation Form

Assessing EBP Training and Confidence

CAPTAIN Cadre Support: Managing Up = Helping Leaders Know What to Look For

- Administrator EBP Classroom Checklist

Administrator EBP Classroom Checklist

ASD Program: Administrative Walkthrough Checklist

Evidence Based Practices (EBP) should be the vehicle to best support the needs of students with Autism. Two national projects, The National Professional Development Center on Autism Spectrum Disorders (NPDC) and The National Standards Project (NSP), have reviewed substantial amounts of research and have identified Evidence Based Practices in the field of Autism. The interventions described in this checklist are among the identified evidence based practices. This checklist specifically reviews Visual Support Strategies, Functional Communication Training, Picture Exchange Communication System and Reinforcement Interventions. In addition to the EBPs, lesson planning and data based decision making are also critical features in the ASD programs.

This checklist is intended to provide administrators such as an overview and mainstay of the non-instructional strategies and program components that are foundational for educational programs serving students with Autism. These specific EBPs have been targeted for implementation across the ASD programs.

Visual Support Strategies

Visual Supports are defined as: any visual display that supports the learner engaging in a desired behavior or skills independent of prompts. Examples of visual supports include pictures, written words, objects within the environment, arrangement of the environment or visual boundaries, schedules, maps, labels, organization systems, and timelines (NPDC 2014).

Classroom Environment and Physical Structure:

☐ The classroom environment is visually organized with clearly defined spaces/areas (some may include: Large group, Small group centers/stations, Play/Leisure, Transition area, Book/Reading, Break, Sensory)

☐ Goals for Structure
  o Increase student independence and adaptive skills for adult life
  o Increase opportunities for spontaneous communication
  o Create a visually clear and easy to understand environment
  o Capitalize on visual strengths of learners
  o Create opportunities for students to generalize learner skills
  o Helps students compensate for the challenges with organizational skills

☐ Clear Physical and Visual Boundaries identifies where each area begins and ends, as well as establishes context and segments the environment

☐ Physical structure changes based on the needs and ages of the students

☐ Minimize Visual and Auditory Distractions to assist the student to focus on the important concepts and tasks

CAPTAIN Cadre Support: Selecting EBPs

- EBP Chart with Definitions

CAPTAIN Cadre Support

Evidence Based Practice and Abbreviated Definition	Evidence by Developmental Domain and Age (years)											
	Social	Comm.	Beh.	Joint Attn.	Play	Cog.	School Ready	Acad.	Motor	Adapt.	Voc.	Mental Health
Antecedent Based Intervention (ABI): Arrangement of events preceding an interfering behavior to prevent or reduce occurrence												
Cognitive Behavioral Intervention (CBI): Instruction on cognitive processes leading to changes in behavior												
Differential Reinforcement of Alternative, Incompatible, or Other Behavior (DRA/I/O): Consequences provided for desired behaviors that reduce the occurrence of interfering behaviors												
Discrete Trial Teaching (DTT): Instructional process of repeated trials, consisting of instruction, response, and consequence												
Exercise (ECE): Antecedent based physical exertion to reduce interfering behaviors or increase appropriate behaviors												
Extinction (EXT): Removal of existing reinforcement in order to reduce an interfering behavior												
Functional Behavior Assessment (FBA): Systematic protocol designed to identify contingencies that maintain an interfering behavior												
Functional Communication Training (FCT): Replacement of an interfering behavior with communication that accomplishes the same function												
Modeling (MD): Demonstration of a desired behavior that results in skill acquisition through learner imitation												
Naturalistic Intervention (NI): Intervention strategies that occur with the learner's typical settings and routines												
Parent-Implemented Intervention (PII): Parent delivered intervention learned through a structured parent training program												
Peer-Mediated Instruction and Intervention (PMII): Typically developing peers are taught strategies that increase social learning opportunities in natural environments												
Picture Exchange Communication System (PECS): Systematic 6 phase protocol teaching the exchange of pictures between communicative partners												

18

CAPTAIN Cadre Support: Training the EBPs

- AFIRM Modules

- EBP PPTS

- Using Evidence Based Professional Development Practices Checklist

AFIRM Modules

Certificates for Completion of Modules

Read more about how the unique AFIRM learning structure guides you through acquiring knowledge and practice applications.

Do I want to earn a professional development certificate for completing a module?

Each AFIRM module offers an option to earn a free professional development certificate.

Use AFIRM certificates for professional development credits and licensure requirements.

For each module, you will have the option to select either a Certificate Track or Non-certificate Track. Look for the following options on the first page of the module to make your selection:

📄	Start Certificate Track to earn module credit	📄	Start Non-certificate Track to access module content and resources

How do I earn continuing education credits?

After completing the module requirements (i.e. Pre-assessment, Post-assessment, and Module Evaluation), access your My Account (top right corner of your computer screen) page for links to registering for continuing education credits.

Note: You may need to review the module and take the post-assessment again. If your post-assessment has expired in order to become eligible for CEUs or Type 2 CEs. *Will not be available until April 2, 2019.*

Need more help or have questions? Visit the FAQs section.
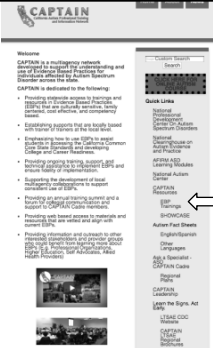
EBP PPTS on CAPTAIN Website

EBP Trainings

CAPTAIN	What is ASD? - September 2018 📄
CAPTAIN	Visual Supports 📄 Visual Supports - Handouts 📄
CAPTAIN	CAPTAIN Reinforcement Presentation 📄 R+ Implementation Checklist 📄
CAPTAIN	Video Modeling 📄

Designing Professional Development

CAPTAIN

PREPLANNING CHECKLIST FOR DESIGNING EVIDENCE BASED PRACTICE PROFESSIONAL DEVELOPMENT

		COMPLETED
Step 1	Conducted Needs Assessment of Audience	
Step 2	Identified Core Components (Learning Objectives)	
Step 3	Developed Pre Assessment to Evaluate Knowledge of Core Components	
Step 4	Created Workshop to Include Multiple Opportunities for Discussion about the Core Components	
Step 5	Created Workshop to Include Multiple Opportunities for Demonstration (video and/or live modeling)	
Step 6	Created Workshop to Include Multiple Opportunities to Practice with Feedback related to the Core Components	
Step 7	Developed Post Assessment to Evaluate Knowledge of Core Components Inclusive of Plans for Addressing any Reteaching or Modifications to the Training That Are Indicated by Data	
Step 8	Established Coaching Model that Emphasizes Fidelity of Use of Newly Learned Practice(s)	
Step 9	Developed Data Systems to Link Use of Training Content to Student Outcomes	

Using EBPs for Professional Development

Dissemination (Training)
- Targeted distribution of information and intervention materials to an audience

Implementation (Coaching)
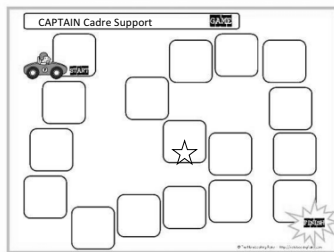- Use of strategies adopted by an identified group of practitioners, performed with fidelity

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CAPTAIN Cadre Support: Setting Goals for Students (and Implementers)

- Goal Setting Using Goal Attainment Scales

CAPTAIN Cadre Support

Goal Attainment Scaling

- An evidence based tool to measure progress made on a goal or benchmark for:
  - An individual
  - A group of individuals
- A data collection tool that allows for progress to summarized and documented
- Not a substitute for goals (or other objective benchmarks) - it's a supplement

Goal Attainment Scaling

5 Point range of performance for students/programs/teams:
• Current Level of Performance (0)
• Initial Objective (1)
• Secondary Objective (2)
• Expected Level of Performance (3)
• Exceeds Expected Level of Performance (4)

Goal Attainment Scaling Form

Current Level of Performance (0)	
Initial Objective (1)	
Secondary Objective (2)	
Expected Level of Outcome (3)	
Exceeds Expected Outcome (4)	

GAS Goal Example: Program

Goal Attainment Scaling Form

Student Name: _____
Date Developed: _____   Developed By: _____

0	Present Level of Performance	Currently, the classroom teacher reports that her students have difficulty transitioning between classroom activities, and it causes a significant delay in instructional time.	DATE:
1	Initial Objective	Staff will complete the AFIRM module regarding visual supports to support student behavior during classroom transitions.	DATE:
2	Secondary Objective	Staff will begin to utilize the implementation checklist for visual supports and create a daily schedule to reflect the activities during the day.	DATE:
3	Annual Goal	Staff will increase their implementation of visual supports during at least 4/5 transitions that occur during the day, by priming the students with the visual of the activity that will occur next.	DATE:
4	Exceeds Annual Goal	Staff will increase their implementation of visual supports during at least 4/5 transitions that occur during the day, as well as using visuals to support classroom instruction, functional communication, and appropriate behavior.	DATE:

GAS Goal Example: Student

Goal Attainment Scaling Form

Student Name: _____
Date Developed: _____ Developed By: _____

0	Present Level of Performance	When Nate has to communicate throughout the day, he verbalizes to staff/peers, with appropriate voice volume and tone to gain attention, **50%** of the time with **verbal prompts and visual supports.**	DATE:
1	Initial Objective	When Nate has to communicate throughout the day, he will verbalize to staff/peers, with appropriate voice volume and tone to gain attention, **65%** of the time with **visual supports,** for 2 consecutive weeks as observed and charted by staff.	DATE:
2	Secondary Objective	When Nate has to communicate throughout the day, he will verbalize to staff/peers, with appropriate voice volume and tone to gain attention, **70%** of the time **within the classroom,** for 2 consecutive weeks as observed and charted by staff.	DATE:
3	Annual Goal	When Nate has to communicate throughout the day, he will verbalize to staff/peers, with appropriate voice volume and tone to gain attention, **75%** of the time **within electives, PE, and the cafeteria,** for 2 consecutive weeks as observed and charted by staff.	DATE:
4	Exceeds Annual Goal	When Nate has to communicate throughout the day, he will verbalize to staff/peers, with appropriate voice volume and tone to gain attention, **80%** of the time **within social settings like field trips, passing periods, and in the community,** for 2 consecutive weeks as observed and charted by staff.	DATE:

CAPTAIN Cadre Support: Coaching

- *NPDC Coaching: Principles and Practices*
- *Implementation Checklists*
- *CAPTAIN Coaching Log*
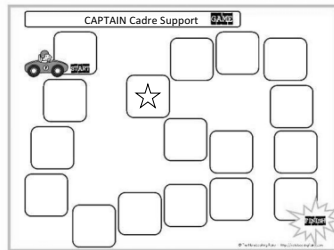
Training Outcomes Related to Training Components

Training Components	Training Outcomes		
	Knowledge of Content	Skill Implementation	Classroom Application
Presentation/ Lecture	10%	5%	0%
Plus Demonstration in Training	30%	20%	0%
Plus Practice in Training	60%	60%	5%
Plus Coaching/ Admin Support Data Feedback	95%	95%	95%

Joyce & Showers, 2002   33

Underlying Assumptions

- Practitioners have good skills but can increase their skills.
- Practitioners establish new skills or refine existing skills through self evaluation.
- Practices can change using data and observational feedback.
- Coaching is a cyclical process.

Effective Coaches

- Engages in focused conversation
- Observes
- Uses questioning and communication skills to empower the implementer to reflect on practices
- Helps implementer to incorporate evidence based practices
- Shares knowledge, expertise and guidance
- Provides direction in
  - Targeting evidence-based practice
  - Identifying data collection methods
  - Interpreting performance

Recruiting the Best Coaching Candidates

- Start with willing implementers

- Ask for volunteers to work with you on this CAPTAIN project

- Have past implementers help to recruit new implementers
- Test your new coaching skills and roll out on a trusted partner who will give you feedback and help you develop as well

Coaching Manual

Guidance & Coaching
on Evidence-based Practices
for Learners with
Autism
Spectrum
Disorders

- Introduction to Coaching
- The Coaching Process: The Model and Method
- Coaching Practices, Implementation Science, and the NPDC
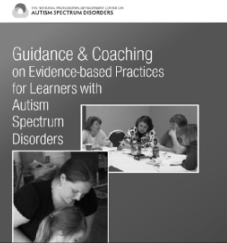
AFIRM Resources

Select a key word to search for AFIRM resources or filter AFIRM resources by category.

Keyword Search

[Apply]

Browse by Module
- Antecedent-based Intervention
- Exercise
- Functional Behavior Assessment
- Modeling
- Peer-Mediated Instruction and Intervention
- Picture Exchange Communication System
- Prompting
- Reinforcement
- Self-management
- Social Narratives
- Social Skills Training
- Task Analysis
- Time Delay
- Visual Supports

Browse by Module Lesson
- Lesson 1 - Basics
- Lesson 2 - Planning for the Practice
- Lesson 3 - Using the Practice
- Lesson 4 - Monitoring Progress
- Additional Materials

Browse by Document Type
- Evidence-base
- Implementation checklist
- Parent's guide
- Professional standards
- Step-by-Step practice guide
- Tip sheet for professionals
- EBP Brief Packet

Implementation Resources

Implementation Checklists

- Used to assist with planning for EBP use

- Helps implementers self reflect on fidelity of use

- Helps coaches give objective feedback

- Helps to prevent drift

Visual Supports (VS)
---Implementation Checklist---

Coaching Process

- Pre-Observation Conference
- Observation
- Post-Observation Conference

Pre-Observation Conference: Implementer's Role

- State the purpose
- Negotiate coaching target
- Agree on observable implementer and student behavior
- Negotiate data recording
- Negotiate dates/times for observation and post-observation conference

Pre-Observation Conference: Coach's Role

- Complete coaching log
- Guide selection of coaching target
- Verify understanding through questioning
- Introduce mastery and maintenance criteria
- Identify and confirm the recording method
- Summarize the pre-observation conference
- Negotiate dates/times for observation and post-observation conference

Coaching Methods:
Open vs. Closed Questions

Open Question Starters
- Tell
- How
- Describe
- What
- Why

Closed Question Starters
- Are
- Do
- Have
- Should
- Will
- Would
- Can

Open questions are incompatible with closed questions

Pre-Observation Conference

http://autismpdc.fpg.unc.edu/coaching/videos/igloo

COACHING LOG

Inviting Partner _____ Coach _____

EBP/GAS/Program Target _____ Lesson _____

PRE OBSERVATION CONFERENCE		OBSERVABLE BEHAVIOR:	
Date:	FOCUS/CONCERN:	ADULT:	STUDENT:
Time:			
During:			
Length:	DATA COLLECTION METHOD:		
Setting:			
○ New Target		ADULT MASTERY CRITERION _____ %	
○ Revisited Target		MAINTENANCE CRITERION _____ TIMES	

Observation

OBSERVATION	FOCUS/CONCERN:	NOTES FOR DISCUSSION:
Date:		
Time:		
Length:		
Setting:		

Observation: Implementer's Role

- Provide a location for the coach to view the target behavior
- Provide observation space
- Create barrier-free access to data collection area
- Provide and test recording materials and take sample data

- Prepare students for coach's arrival
- Prepare plan to be implemented if a student talks to the coach
- Begin lesson at agreed upon time
- Do not signal or include coach in lesson

Observation: Coach's Role

Etiquette
- Arrive and leave at the agreed upon time
- Follow the agreed upon script if a student attempts to engage coach
- Do not signal or talk to the partner during observation
- Do not participate in lesson

Activities
- Collect data
- Summarize data
- Complete observation portion of the coaching log
- Provide copy of data to IP before post-observation conference

Post-Observation Conference: Implementer's Role

- Review data and data summary collected during observation
- Make self-evaluative statements based on the data
- Suggest methods to enhance skills
- Finalize action to improve performance
- Negotiate date/time for next pre-observation conference

Post-Observation Conference: Coach's Role

- Present data, data summary, and notes
- Solicit self-evaluative statements
- Suggest/prompt IP to develop solutions
- Suggest/prompt IP to develop a plan of action based on the data
- Provide feedback on the IP's performance
- Invite discussion and sharing of ideas
- Decide on future plans
- Schedule next pre-observation conference/observation
- Complete coaching log

Post-Observation Conference

http://autismpdc.fpg.unc.edu/coaching/videos/igloo

Sample Coaching Log

Potential Barriers

• Administrative Support
• Time for Training and Coaching
• Coaching Skills

If these are not in place, coaching is unlikely to succeed,

But HOW do I get them in place?
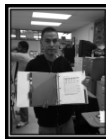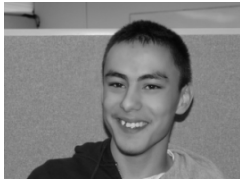
Putting it All Together: CAPTAIN Example Josh

Goals: Volunteering (topic contribution in class)
Organization (academic materials)
Speaking Clearly (social settings)

Video Modeling

What is it:
• Video modeling is a mode of teaching that uses a visual model of the targeted behavior or skill

Age group:
• Early Childhood through High School

Goal: Speaking Clearly

Goal Attainment Scaling Form

Student Name: _____
Date Developed: _____ Developed By: _____

|			
0	Present Level of Performance	Social situation / adult. Josh does not make clear, articulated responses and without appropriate volume.	DATE:
1	Initial Objective	Social situation / adult. Josh will make clear, articulated responses with appropriate volume, when given a verbal or visual prompt.	DATE:
2	Secondary Objective	In a social setting when an adult speaks to Josh, he will look at the speaker and respond with clear articulation and volume, 4 out of 5 times.	DATE:
3	Annual Goal	In a social setting with adults or peers, Josh will follow prompts to initiate, using clear articulation and volume, 4 out of 5 times.	DATE:
4	Exceeds Annual Goal	Josh will independently initiate verbal questions and statements with adults with clear articulation and volume 4 out of 5 opportunities.	DATE:

Josh Outcome Data

Josh : Speaking Clearly   Date: _____

Location	Conversation Length (minutes)	# of times not Speaking clearly	Goal Met (See Below)

-2 : Did NOT make clear, articulated response 4/5 times

-1: with verbal or visual prompt

0: will look at speaker and respond clearly 4/5 times

+1: Josh will follow prompts to initiate

+2: will independently initiate questions and statements

Joshua Goal 1-Speaking Clearly
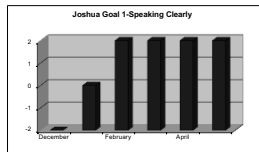
Troubleshooting

- Better to use familiar students, friends, and school setting
- High School
  - Involve students in filming process
    - Students edited videos – video media center / club
    - Respect the students' ideas and wishes
- Had to make sure the script was REAL language used by teens on that campus

Putting it All Together: Classroom Scenario

- Get together with your job-alike group based upon grade level (e.g., Early Education, Elementary, Middle School, and High School)

- Complete your CAPTAIN Cadre Task Analysis of how you might support this classroom teacher, using the tools and resources you have learned about today.